DOCUMENT RESUME

ED 249 268 TM 840 621

AUTHOR Benz, Carolyn R.
TITLE The Practical Value of What First-Year Teachers Have Been Taught in College: Implications for Teacher Competency Exams.
PUB DATE 27 Apr 84
NOTE 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in appendices. Product of Teacher Education Redesign (Project 419), at the College of Education, the University of Akron.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Graduate Surveys; Higher Education; Interpersonal Competence; *Minimum Competency Testing; Program Effectiveness; *Teacher Certification; Teacher Education; Teaching Experience; *Teaching Skills; Testing Problems
IDENTIFIERS National Teacher Examinations; University of Akron OH

ABSTRACT

In certain skills and attitudes, expected competencies of new teachers may be unreasonable in relation to both their college preparation and in terms of what they confront in their first classrooms as professionals. This study was undertaken, in part, to assess how first-year teachers may fare in relation to proposed competency testing models. Three groups of graduates (N=168) of the University of Akron's College of Education from the classes of 1980, 1981, and 1982 were sent follow-up survey questionnaires. Preparation quality was significantly below "importance on the job" for five of 17 skills/attitudes: (1) classroom management; (2) rapport with pupils; (3) working in an organization and productive interpersonal peer relationships; (4) understanding the changing nature of pupils' families; and (5) working with parents. It is argued that sufficient competencies in these skills cannot be expected at this preparatory stage of career development. These results support the competency testing models of Morine-Dershimer and Medley both of whom have proposed a temporal sequence of competency tests. The results relate less well to the models of Winne and Howey. The skills in which first-year teachers felt needs were "people," or human relations, skills--important for teacher success, yet difficult to measure. Perhaps the skills/attitudes of an entry level teacher cannot be tested for competency. The questionnaire and results are appended. (Author/BS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249268

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The Practical Value of What First-Year Teachers Have Been Taught in College: Implications for Teacher Competency Exams

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. R. Benz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Carolyn R. Benz
College of Education
The University of Akron
Akron, Ohio 44325

Presented to:

American Educational Research Association
Annual Meeting, April 27, 1984
New Orleans, Louisiana

TM 840 621

Abstract

In certain skills and attitudes, expected competencies of new teachers may be unreasonable in relation to both their college preparation and also in terms of what they confront in their first classrooms as professionals. In part to assess how first-year teachers may fare in relation to proposed competency testing models, this study was undertaken.

Three groups of graduates from classes 1980, 1981, and 1982 were sent follow-up survey questionnaires. Part of the data collected was related to their evaluation of, first, their undergraduate preparation, and, secondly, their needs on the job. Specifically, on 17 skills/attitudes, they reported both how well prepared they felt they were as well as how important that skill/attitude was to their teaching job. In five skills/attitudes, deficiencies were noted by all three graduating groups as measured by statistically significant differences between the means at the .001 level for all three groups. That is, preparation quality was significantly below importance to the job on: "classroom management;" "establishing rapport with pupils;" "working in an organization," "relating with peers in productive interpersonal relationships;" "understanding the changing nature of pupils' families (single parent homes, two working parents, etc.;" and "working with parents."

These results may imply that the expected competencies of new teachers in these instances were unrealistic or that the performances were not well-developed, at least insofar as they were described by these items. Can we expect sufficient competencies in these skills at this stage of career development? While the skill/attitude relating to working productively in interpersonal relationships with peers would be a generic ability to all new professionals and may, thus, be discounted, the other four may well be considered.

When compared with proposed models of competency testing, these results support the teacher competency testing models of Greta Morine-Dershimer and Donald Medley who have proposed a temporal sequence of competency tests. In essence, Morine-Dershimer proposes that we expect new teachers to have competencies related to communication, classroom organization, and instructional variation; and, Medley would assess competencies in academic knowledge and values at entry into the profession and only at a later date would he measure competencies in performance and perceptions. Thus, competence in such areas as working with parents and classroom management (dealing with disruptive, withdrawing, etc., behavior) that were not in effect for the new teachers in this study would not be expected to be mastered until after classroom experience was accrued.

The expectations confronting the new teachers in the follow-up studies reported here are less well related to proposals of Winne and Howey. Winne's proposal emphasizes competency in teaching as the skills necessary to integrate the six elements of "curriculum," "evaluation," "delivery," "acquisition" and retrieval" by the student and the setting in which education occurs.

The list of items in the instrument used here were biased in favor of those areas of concern of Ohio certification standards for colleges in addition to faculty selection. Therefore, the results are limited in applicability to this assumption.

That the areas emerging as unmet were "people" skills or human relations skills is not surprising. The dilemma that has been recently (and again!) brought to the fore by the more than 30 states adopting competency testing programs is: how to test skills in interpersonal relations, and secondly, can entry level teachers be expected to be competent in those skills? This is even more important if we assume that interpersonal relationship skills are the critical ones to teacher success.

The Practical Value of What First-Year Teachers Have Been Taught in College: Implications for Teacher Competency Exams

Carolyn R. Benz
College of Education
The University of Akron
Akron, Ohio 44325

First-year post-baccalaureates enter teaching positions which confront them with a complex myriad of tasks and expectations. It is hoped that their pre-service training has prepared them to meet these demands. At the present time, the critical eye of the public seems to be sighted on the quality of teaching in public education in a way unprecedented since the late 1950s. National reports such as "A Nation at Risk" have stimulated the popular media to focus on the quality of public education, and, within that, the quality of teachers. Many states are contemplating a move toward competency examinations for teacher licensure, when, in the past, those states have relied solely on the teacher education colleges for license recommendations. According to Bell (1984), 42 states are reviewing their regulations governing teacher certification.

In this paper, the investigator presents the results of follow-up studies on first-year teachers and places these results in the context of the current discussion of teacher competency testing in the future. An attempt will be made to show that the data collected in these follow-up studies lend validity to certain revisions called for by some in the competency testing debate and detract from suggestions made by others.

This research was carried out as a part of Teacher Education Redesign (Project 419) at the College of Education, The University of Akron, Akron, Ohio.

Procedures

Three groups of first-year post-baccalaureates (N = 168) from The University of Akron's College of Education were the subjects in this study. They were selected from three graduating classes (1980, 1981, 1982). The college systematically follows up on its graduates at one-year and five-year intervals. Analyses were conducted separately for each group of post-baccalaureates and for the total sample combined. Questionnaire responses were collected one year following the receipt of their degrees for each group and were stratified by major. Response rate for the three groups averaged approximately 53%, ranging from 50% to 56%. (The questionnaire is shown in Appendix A.)

Data analysis consisted of descriptive statistics for many of the demographic variables, as well as t-tests for dependent data between the mean ratings on "adequacy of preparation" and "importance on the job" on 17 teaching skills and activities, e.g. "grouping for instruction," "using audio-visual media," "skill and knowledge in computer based education," etc. To select appropriate items, a repeated series of interviews with College of Education faculty and Department Heads was used to build content validity into the scale, asking them what items would be most related to the teacher preparation program at Akron. In addition, those areas that are part of standards for colleges preparing teachers in Ohio were included, such as those dealing with "reading," "human relations," etc. A six-point rating scale was used --the higher the rating, the more important the skill, or the more highly rated was the preparation. In this way, results could suggest whether or not significant differences existed between ratings of how important a skill was to their first year of work and the ratings of how effectively they were prepared in that skill.

Results

To get a measure of how adequate and, therefore, how practical the first-year teachers' training was in terms of their real world needs on the job, it was decided to test for discrepancy between rating on preparation and importance on the job. A t-test was conducted between the means on all 17 items.

For some skills, for example, relating to using audio-visual media, there was little difference between ratings on preparation and importance for each of the three years. This also was the case with "developing tests and evaluative measures" as well as others. In these instances, it was assumed that preparation was adequate to meet job needs. Further, regarding "writing lesson plans" the rating on preparation was consistently higher than the importance rating, although not at statistically significant levels. Trends varied in some areas. "Computer based education" was an area where both preparation and importance were rated at low levels in 1980 and 1981, but by 1982, the group rated it as significantly more important than did they rate their training in it.

To summarize the most highly significant ($p < .001$) discrepancies for the three years in order to make some connections to proposed competency testing, in the following areas graduates reported the strongest differences, i.e., where they judged preparation significantly lower than the importance on the job. (Complete results appear in tables by year in Appendix B.)

Results from all three groups (1980, 1981, 1982 graduates) agreed on these five significant discrepancies (i.e., deficiencies because the preparation was rated lower than the importance) in the areas of:

classroom management*

establishing rapport with pupils*

working in an organization*

relating with peers in productive interpersonal relationships

understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)*

working with parents*

Other discrepancies were noted by one or more of the groups but because these five were the most highly significant differences and were consistent across time, these results are assumed to be the more stable deficiencies over the time of these follow-up studies.

Discussion

These findings represent a small sample of opinions from one teacher education program. And, of course, results from study of the program and the students at Akron cannot be generalized across the profession. Nevertheless, they can suggest a specific view of teacher competency testing in the following ways. Because these results were obtained from first-year teachers, they reflect inexperienced teachers in the first phases of their induction into the profession, at the time when they are beginning to define themselves as an integral role player in the real day-to-day world of the schoolroom, the school building, and the surrounding community. Having recently obtained their certification, they are at that point in time when they would be likely to be required to take a teacher competency test. Their status at this point along several variables can be compared to some proposals for competency testing to predict just how well they might do on such future tests. More important than whether they would likely pass or fail is the notion of what can reasonably be expected of new teachers as they enter the classroom for the first time as a professional. Competency testing, if it is to provide entrance to the professional must consider this if it considers anything at all. Results here are valuable in that these new teachers report not only on

how well prepared they assess themselves to be, they also report on how important the skills and knowledge that were a part of their teacher training are to their day-to-day-work.

In order to determine what's in store for teacher competency testing and to compare the results of this study with such testing proposals, the investigator reviewed some syntheses of mapping papers commissioned by ETS, the designers of the National Teacher Exam.

In her recommendations for the long-range development of the National Teacher Examinations, for example, Greta Morine-Dershimer (1983), calling herself a "practical futurist," readily admitted that there is no way the beginning teacher can or should be able to exhibit all the qualities associated with good teaching. She, on the contrary, called for prioritizing the essential skills into those of (1) communication, (2) classroom organization, and (3) ihstructional variation. Other skills and characteristics, she suggested, may be assigned a lower-priority, and might more practically be considered to be acquired through experience and inservice training.

The results of follow-up studies here can support the stance of Morine-Dershimer. Competency testing in the areas of communication, classroom organization, and instructional variation could be successfully developed. "Communication" is a broad area of competency. To relate that concept to these studies shows mixed results and inferences must be made because the items do not directly speak to communication per se. "Establishing rapport with pupils," was one item involving communication. "Classroom management: dealing with discipline, disruptive, abusive, withdrawing behavior" involves communication as well. "Interpersonal relationships in an organization" and "working with parents" also both involve communication. "Teaching reading," an area not focussed on here because it is an item where deficiencies were not

consistent over time, could also be said to involve communication. The just plain day-to-day interacting with pupils verbally and nonverbally most probably reflects the needed communication competency. That is not especially addressed by the items used in these studies.

Morine-Dershimer's other two competencies, classroom organization and instructional variation, would seem to be validated by these data. All items related to those areas ("grouping for instruction," "using audio-visual aids," "developing tests," "knowledge of subject matter") are shown to be reasonable expectations because the first-year teachers reported that their preparation was not significantly different than the importance to their work. Where they did show deficiencies was in those areas of performance where Morine-Dershimer might delay testing because the types of skills were those that could be expected to be developed with experience and inservice training; i.e., those performances having to do with classroom management, interpersonal human relations with peers, working with parents, establishing rapport with pupils, and understanding the changing nature of families. Morine-Dershimer has implied notion that inexperienced teachers have limited expectations placed upon them regarding the competencies they must display. The first-year teachers in these studies seemed to imply, likewise, that there were parts of the job for which they were not prepared at the level that seemed to be required. A concept of Medley's regarding "safe practice" as opposed to "best practice" will be explored here in order to deny what might appear to be the suggestion, i.e., that first year teachers should be expected to have no performance skills at all.

Donald Medley (1983a) has proposed that any teacher examination assess both the academic, what Smith (cited in Medley, 1983b) calls "existing knowledge," and the clinical, the "needed knowledge," domains of teaching. Prepa-

ration not only in subject area content but in active decision making behavior in a live educational setting are both critical parts of the profession. In his synthesis of the mapping papers, Medley (1983b) put forth four kinds of competencies that must be measured: (1) perceptual skills, (2) professional values, (3) professional knowledges, and (4) performance skills. Additionally, Medley proposed four levels of competency assessment--i.e., at four points in time, beginning with (1) admission into the training program, (2) entry into the profession, (3) a qualifying exam for a permanent certificate; and (4) an advanced exam for the master teacher or advanced level practitioner. To define these four competences briefly, the first, known as the "eyes-in-the-back-of-the-head" and "read-between-the-lines" skills, seems to be that often acknowledged intangible art that is just something that teachers who are said to be born to be teachers have. It's that "withitness" (or vigilance) and "overlap" (multiple attention) referred to by Willis Copeland (1982) in his research on teachers who can maintain awareness of moment-to-moment activity in the classroom.

The second set of competencies, professional values, according to Medley (1983), are the standards and expectations by which a teacher can evaluate his/her classroom learning environment. Further, he said,

> I am referring here not just to the goals and standards of the school system and community in which the teacher practices, but also to expectations that grow in part out of knowledge about children and in part out of philosophy and professional ethics.

Thirdly, the competencies regarding professional knowledge, both academic and clinical, must be included in the examination, according to Medley. The academic knowledge provides the background to the teacher's decision making, which is the skill and ability to use "best practice". Being competent in the professional skills of perception, values, and academic and clinical knowledge, the first three competencies, are referred to by Medley as what we have traditionally called "diagnosis and prescription."

The final set of competencies transfer the three sets of skills into the real world. Called "performance skills" by Medley, this competency consists of the real world implementation and behavior of the teacher.

Briefly, these four sets of competencies would require various modes of measurement and would not all be measured at every point in time. Medley did not discuss the admission exam except to say that this first level of competency testing that he suggested would not be one of professional problem solving, but, one assumes, of basic academic skills. As a screening tool to determine who is and who is not accepted into the teacher education program, however, it would be of great importance to colleges of education. The entering student whose values, interpersonal skills, psychological make-up, and academic knowledge level seem predictive of a high quality teacher would be one to screen in and actively recruit for the profession, while one whose make-up in these areas shows less promise would be one to counsel into another educational track. Admission exams that currently only consider freshman course G.P.A. and minimal grades in math and English composition encourage virtually unlimited entry into the teacher education curricula.

Relating results of these follow-up studies to Medley's proposals for four types of competencies that need to be measured, one could suggest the following. The types of deficiencies that entering teachers reported in these studies reflected those kinds of skills that characterize Medley's areas of perceptual skills and performance skills. To scrutinize them further, the deficiencies here: "classroom management skills," "building rapport with pupils," "productive relationships with peers," "working with parents," "understanding the changing nature of pupils' families (single parent, working parents, etc.)" all are related to polished perceptions and clinical performance skills. They do not seem to be deficiencies that reflect purely defects

in knowledge or values, Medley's other two areas of competence. Because Medley suggests that only knowledge and values be stressed the entry level of competency testing, these results would lend credence to that proposal. Students who are at the point of exiting the college student role and entering the professional teaching role are likely to have acquired the academic knowledge and academic values but have not had sufficient experience to be expected to display competencies in performance that could be judged as "best practice" according to Medley. On the other hand, they would be expected to have those skills that are called by Medley "safe practice." A higher level of competency evaluation is proposed by Medley at the point where the teacher is qualifying for an advanced or permanent certificate. At this point, Medley recommends that all four areas-- knowledge, values, perceptions, and performance--be well developed. And, at the highest level of competency testing, at the point of the advanced exam, higher levels of decision-making, i.e., more highly skilled perceptual and performance skills, as well as evidence of gains in knowledge and values would be required.

Both the proposals of Morine-Dershimer and Medley seem supported by the data in these follow-up studies. Entering teachers reported deficiencies in those areas that are more likely to come with classroom experience and fewer deficiencies in the areas more likely to be related to subject content and academic experience. This indicates that a temporal sequence of competency testing may be more valid in terms of the experiential career development pattern of teachers.

Philip Winne (1983) has proposed a model for competency testing whose parts are identified by the acronym CEDARS. Rather than focus on specified discrete bits (i.e., particulars), Winne maintained that teaching is integration of these parts. Testing for competency must, then, test the integration

of the elements: Curriculum, Evaluation, Delivery, Acquisition by the student, Retrieval by the student, and the Setting in which learning takes place. According to Ragosta (1983),

> Items will mirror tasks found in teaching, call for responses similar to responses made in the classroom, and will be complex (containing multiple "right" answers) and interactive, pursuing alternate paths to a solution. The parts of interactive items could include both written materials and video or film segments. Specifically, the written materials might include: standardized test scores, exemplary items from the test, anecdotal or formal observational data on the student's academic or motivational behavior, samples of student work, a map of the curriculum for the last week or two, a map of the curriculum for the next week or two, and a map (goals) of the remaining curriculum, key features of the setting, and a copy of the end-of-unit test. The video/film segment might be 2-10 minutes in length containing, for example, question and answer exchanges between teacher and pupil(s), students in small groups, student carrying out a task alone but verbalizing his/her cognitive operations, or a teacher tutoring. The task for the test-taker would be, for example, the analysis of student performance in order to propose future delivery of instruction, engineering an instructional strategy, designing evaluations, etc.

This scheme is not so different from the model proposed by Medley in that they include both academic knowledge and clinical knowledge, albeit with a heavier emphasis on the latter.

Winne, however, is proposing that competency testing occur at a higher level of Morine-Dershimer's priority list than her entry level. Also, his competency testing would be similar to that proposed for the advanced level of teaching (level 3 or 4) in Medley's model. This is due to the fact that Winne proposes that competency focus on the integrated parts of the teaching-learning situation rather than on the particulars. He proposes that competency is the ability to integrate curriculum, evaluation, delivery, student achievement, and the setting. Results of the studies reported here would suggest that students entering the professional role might more likely feel deficient in the ability to integrate the particulars, to use his terminology. For example, in the area of working with parents, skills of integrating the "particulars" of setting with the acquisition and retrieval by the student

might be needed. While the entering teacher might well have been expected to be proficient in these parts, their most successful integration may come only through some experience on the job.

Smith's (cited in Ragosta, 1983) predictions for teacher competency testing include changes brought about by the impact of computers and cognitive psychology. Like Medley, he sees a need for performance assessment of teachers in addition to the paper-pencil test. In part, this need comes from both the moves toward merit pay and the state licensing bodies seeking to measure teacher competency. He believes teacher competency will eventually be done at four different levels--from low inference variables to theoretical variables.

Level 1 - observation in classroom

Level 2 - observation in simulated situations

Level 3 - cognitive exams, means/ends knowledge from research

Level 4 - cognitive exams in explanations of means/end knowledge

Smith, according to the NTE synthesis paper, sees the role of the teacher in

> an age of telecommunication and computerized instruction as a custodian, a socializer, a recreationist, a manager of group deliberation, and a leader of philosophic and artistic thought and expression (Ragosta, 1983).

Smith does not propose a test but believes that competency testing will be of low inference variables (i.e., observation in the classroom) to high inference variables (cognitive exams of theoretical constructs). Medley, it seems, arranges his temporal testing sequence from early testing of high inference variables (knowledge and values) to later testing of low inference variables (perception and performance). However, Smith does not describe a time sequence and implies that the four levels will be tested simultaneously. When considered in full, Smith's predictions of teacher competency testing

seem to be context oriented and relate to testing for what Medley and Morine-Dershimer would see as advanced and higher levels of competency that would not be expected from new teachers just beginning their careers. Also, if one compared his predictions to the results of these follow-up studies, it is apparent that these students did not feel sufficiently prepared for what was expected in management of student conduct, an area Smith feels is under-represented in the current NTE.

Kenneth R. Howey (1983), in his paper for NTE, proposed that teaching competency is determined as much by the nature of what's expected of teachers in each situation as it is by their knowledge and skills. He called for role adaptations as he reviewed the foundations for competency testing, particularly for the role of the elementary teacher--namely, more (1) specialized, (2) collaborative complementary roles, (3) congruence between state of art and practice, and (4) career growth patterns with options. In light of these reforms, he projected changes in competency testing to reflect these role adaptations: specifically, "more context- and goal-specific pedagogical training, skills in collaborative curriculum design, technological competencies and abilities to foster self-renewal over time."

Howey also seems to be calling for a level of competency testing that implies, at least for elementary teachers, some experience in the classroom where there has been awareness and adaptation to the needs of that classroom. His proposal for skills in collaborative curriculum design, context specific training would also require some time to develop--they would be unexpected in new teachers and, therefore, would be inappropriate for competency testing at entry level into the profession.

Summary

First of all, these data give a limited report of expectations that first-year teachers felt they were ill-equipped to meet, and, of course, are based on these limited items that were selected by Akron faculty. Other items are possible. The unmet needs that new teachers expressed, however, were also those that were expressed by principals and superintendents in interviews regarding inexperienced teachers in their school districts.

Secondly, the five areas of deficiency are not surprising. It is not the intent here to say that the areas in which these students were deficient should not be included in competency tests nor that the areas of their adequacy be tested. That first-year teachers would not feel well prepared to meet these performance skills (working with misbehaving pupils, working with parents, working with peers, etc.) is not unexpected because these are the types of skills/attitudes that develop over time with experience. That is the theme of this paper. The competency testing movement should consider what skills/attitudes are needed for success in teaching and then design a method to assess whether or not a particular candidate meets the criteria. But beyond this simplicity timing and career development must be considered . Those advocating competency testing must realistically define what can be expected from a teacher at the entry level. Because of the notion of growing in the profession as a teacher, inservice is implied as well as its integration with preservice.

The skills in which teachers felt needs in their first year of teaching were "people" skills, or human relations skills, perhaps "clinical" as opposed to primarily academic knowledge skills. These are difficult to measure except in creative ways described by many of those cited here: videotaped incidents requiring best judgment of the respondent, observation in the classroom, etc.

Perhaps the skills/attitudes of an entry level teacher cannot be tested for competency. A case can be made for the notion that they are only learned on the job. Further, a case has frequently been made for the fact that these are the most important skills for teaching. As stated by a teacher cited in the 1984 Spring Survey of Education in the New York Times as an effective teacher:

> Mrs. Craig, who has taught for 17 years, said that she did not learn how to be an effective teacher in college. What made the biggest impact on her teaching, she said, was an inservice workshop on classroom-management skills some years ago that taught her how to organize her time and classroom to meet the needs of individual students while keeping the rest of the class involved. She believes that she is good today "not because I am intellectual but because kids don't threaten me."
>
> "I believe that often they know more than I do," Mrs. Craig said. "I try to let them go ahead and learn as much as they can. I make it easy for children to come to me for help. I don't lose patience. Everything every day is different with every child. And I spend all my time in class only teaching children. I don't grade papers or write lesson plans or sit in my desk chair."
>
> But, she stressed, "I don't believe that I am that much of an oddity. I'd like to feel there are a lot of me around and people just don't know about us."

APPENDIX A

FOLLOW-UP QUESTIONNAIRE

Perceived Program Effectiveness

In this part of the questionnaire, the inquiry will focus on your perceptions of the quality of the undergraduate program in the College of Education at The University of Akron, as well as the importance of each of the following knowledges and skills as they related to your job during the past year (1982-83).

Please rate the following in terms of the quality of your preparation and their importance on the job. For example, on Item #1, if you think the quality of your preparation in the area of "subject matter" was good, your response would be a 4. On the other hand, if you think the quality was poor, your response would be a 2. On Item #3, if you think the importance of teaching of reading was of the highest importance on the job, you would rate it a 6. If it was of lowest importance, your response would be 1.

Preparation rating: 1 very poor — 2 poor — 3 fair — 4 good — 5 very good — 6 excellent

Importance rating: 1 lowest importance on the job — 2 low imp. on the job — 3 fairly imp. — 4 mod. imp. — 5 high imp. — 6 highest importance

	Preparation	Importance
1. knowledge of subject matter (e.g., elementary teaching, secondary social studies, business education, etc.)	_____	_____
2. classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.)	_____	_____
3. teaching reading	_____	_____
4. developing tests and/or evaluative measures	_____	_____
5. establishing rapport with pupils	_____	_____
6. writing and using lesson plans	_____	_____
7. aware of the goals of "mainstreaming" and relating well to "exceptional" handicapped and gifted) pupils	_____	_____
8. understanding pupils' emotional and physical development	_____	_____
9. using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	_____	_____
10. grouping for instruction	_____	_____
11. differentiating assignments according to skill, interests, etc.	_____	_____
12. use of audio-visual aids and other media in productive ways	_____	_____
13. knowledge and skills in computer-based instruction	_____	_____
14. writing legibly on the chalkboard	_____	_____
15. working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	_____	_____
16. working with parents	_____	_____
17. understanding the changing nature of pupils' families (single parent homes, two working parents, etc.	_____	_____

BEST COPY AVAILABLE

APPENDIX B

RATINGS ON IMPORTANCE AND PREPARATION OF SEVENTEEN SKILLS BY YEAR OF DEGREE RECEIPT

BEST COPY AVAILABLE

Ratings on Importance and Preparation of Seventeen Skills by 1980 Graduates with Significant Differences Noted

Item	N	Prep. Rating	Imp. Rating	df	t
1. Knowledge of subject matter (e.g. elementary teaching, secondary social studies, business education, etc.)	61	4.26	4.66	60	-1.97
2. Classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.	60	3.28	4.91	59	-6.05***
3. Teaching reading	53	3.41	3.90	52	-1.78
4. Developing tests and/or evaluative measures	61	3.65	3.86	60	-1.07
5. Establishing rapport with pupils	58	3.74	4.94	57	-5.33***
6. Writing and using lesson plans	58	4.50	3.91	57	2.47*
7. Awareness of the goals of "main streaming" and relating well to "exceptional" (handicapped and gifted) pupils	57	3.56	4.03	56	-2.09*
8. Understanding pupils' emotional and physical development	58	3.67	4.74	57	-5.92***
9. Using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	60	3.56	3.75	59	-0.88
10. Grouping for instruction	57	3.52	3.66	56	-0.68
11. Differentiating assignments according to skill, interests, etc.	60	3.60	4.13	59	-2.28*
12. Using audio-visual aids and other media in productive ways	59	3.84	3.84	58	0.07
13. Knowledge and skill in computer-based instruction	56	2.42	1.98	55	2.39*
14. Writing legibly on the chalkboard	56	3.25	3.37	55	-0.57
15. Working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	60	3.55	4.60	59	-4.62***
16. Working with parents	56	2.87	4.41	55	-5.42***
17. Understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)	58	3.00	4.36	57	-5.52***

*p .05
**p .01
***p .001

BEST COPY AVAILABLE

Ratings on Importance and Preparation of Seventeen Skills by 1981 Graduates with Significant Differences Noted

Item	N	Prep. Rating	Imp. Rating	df	t
1. Knowledge of subject matter (e.g. elementary teaching, secondary social studies, business education, etc.)	50	4.08	4.60	49	-2.43*
2. Classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.	49	2.83	5.08	48	-8.69***
3. Teaching reading	36	2.72	4.05	35	-1.08
4. Developing tests and/or evaluative measures	50	3.78	3.44	49	1.35
5. Establishing rapport with pupils	49	3.61	5.28	48	-7.93***
6. Writing and using lesson plans	48	4.27	4.16	47	-0.37
7. Awareness of the goals of "mainstreaming" and relating well to "exceptional" (handicapped and gifted) pupils	47	3.65	3.55	46	0.41
8. Understanding pupils' emotional and physical development	47	3.70	4.55	46	-3.55**
9. Using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	45	3.24	3.46	44	-0.83
10. Grouping for instruction	45	3.24	3.46	44	-0.83
11. Differentiating assignments according to skill, interests, etc.	48	3.62	3.60	47	0.08
12. Using audio-visual aids and other media in productive ways	48	3.77	3.81	47	-0.17
13. Knowledge and skill in computer-based instruction	47	2.23	2.29	46	-0.24
14. Writing legibly on the chalkboard	46	3.19	3.34	45	-0.48
15. Working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	48	3.43	4.60	47	-5.00***
16. Working with parents	46	2.73	4.19	45	-5.00***
17. Understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)	47	3.04	4.36	46	-5.26***

*p .05
**p .01
***p .001

BEST COPY AVAILABLE

Ratings on Importance and Preparation of Seventeen Skills by 1982 Graduates with Significant Differences Noted

Item	N	Prep. Rating $\bar{X}$	Imp. Rating $\bar{X}$	df	t
1. Knowledge of subject matter (e.g. elementary teaching, secondary social studies, business education, etc.)	35	4.26	5.03	34	-4.31***
2. Classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.	36	3.30	5.25	35	-6.71***
3. Teaching reading	31	3.93	4.97	30	-4.03***
4. Developing tests and/or evaluative measures	38	4.18	4.34	37	-1.06
5. Establishing rapport with pupils	37	3.81	4.97	36	-4.83***
6. Writing and using lesson plans	39	4.61	4.38	38	0.95
7. Awareness of the goals of "main streaming" and relating well to "exceptional" (handicapped and gifted) pupils	36	3.83	4.13	35	-1.77
8. Understanding pupils' emotional and physical development	39	3.77	4.33	38	-2.43*
9. Using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	38	4.08	4.39	37	-1.29
10. Grouping for instruction	37	3.45	3.97	36	-2.25*
11. Differentiating assignments according to skill, interests, etc.	39	3.72	4.41	38	-3.76**
12. Using audio-visual aids and other media in productive ways	39	3.33	3.77	38	-1.81
13. Knowledge and skill in computer-based instruction	37	1.86	3.70	36	-6.31***
14. Writing legibly on the chalkboard	36	2.36	3.94	35	-5.77***
15. Working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	36	3.97	4.36	35	-5.18***
16. Working with parents	36	2.55	4.69	35	-7.99***
17. Understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)	37	3.00	4.59	36	-5.43***

*p .05
**p .01
***p .001

References

Bell, T. H. (1984). American education at a crossroads. Phi Delta Kappan, 65(8), 531-534.

Copeland, W. (1981, November). Teachers' cognitive processes and success with classroom management. Ohio State University, 75th Anniversary Event Address.

Elliott, P. & Steinkeller, L. (1979, May). Weaknesses in in-service and pre-service teacher training. The Clearing House, 421-423.

Feldmann, M. F. & Fisher, R. L. (1983, January). Trends in standards for admission to teacher education. Normal, IL: Illinois State University.

Howey, K. R. (1983). Teacher's role/responsibilities and teacher competence testing: Future possibilities. Paper presented at American Educational Research Association, 1983 Annual Meeting, Montreal, Canada.

Medley, D. M. (1983a). Teacher competency testing: A new look at an old problem. Paper presented at American Educational Research Association, 1983 Annual Meeting, Montreal, Canada.

Medley, D. M. (1983b, July). A complete teacher examination service: A synthesis of the "NTE mapping papers". Princeton, NJ: NTE Program of the Educational Testing Service.

Middleton, E. J. & Cohen, S. (1979, July). Evaluating a teacher education program. Journal of Teacher Education, 42-44.

Morine-Dershimer, G. (1983). Prioritizing the characteristics of the "good" beginning teacher: Perceptions of a practical futurist. Paper presented at American Education Research Association 1983 Annual Meeting, Montreal, Canada.

Page, J., Page, F. & Million, S. (1983). Teacher education curricula: Perceptions of first-year teachers. Paper presented at American Educational Research Association 1983 Annual Meeting, Montreal, Canada.

Ragosta, M. (1983, July). A summary of B. Othaniel Smith's A Program Map for Pedagogical Examinations: A Synthesis and Projection. Princeton, NJ: Educational Testing Service.